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ABSTRACT

The major purpose of the Pre-Occupational track of Manitoba's Adult Basic Education program is to enable students to get firsthand information about the world of work and to get information about themselves that will assist them in crystallizing an occupational choice. The students undergo an extensive career exploration phase including actual work situations, then are counseled on an individual basis. The student who is ready then makes a tentative occupational choice and proceeds to study job search techniques on a group basis. The student who is not ready will return to the exploration phase (Unit I) and study another career cluster. Unusual features of this program include help in locating a job once a decision is made, and assistance (mainly supportance) the first three months away from the program. (Slides mentioned in the guide are not included in this document.) (Author/HMV)

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CAREER AWARENESS AND EXPLORATION:

A New Approach to Career Counselling

Presented at : C.C.C.A. '75 Conference
Vancouver, British Columbia

On: June 4,1975

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Come to the edge!
   But we might fall!

Come to the edge!
   It's too high!

Come to the edge!
   And they came
   And we pushed

And they

   Flew .....

I. INTRODUCTION

The major purpose of the Pre-Occupational track of Manitoba's Adult Basic Education (A.B.E.) program is to enable students to get firsthand information about the World of work and to get information about themselves that will assist them in crystallizing an occupational choice. The program is based on the model contained in Figure 1 which represents a developmental approach to career decision making.

II. MODEL USED

- See transparency

The model is based on the assumption that occupational choice is part of the career developmental process which is viewed as one aspect of human development.

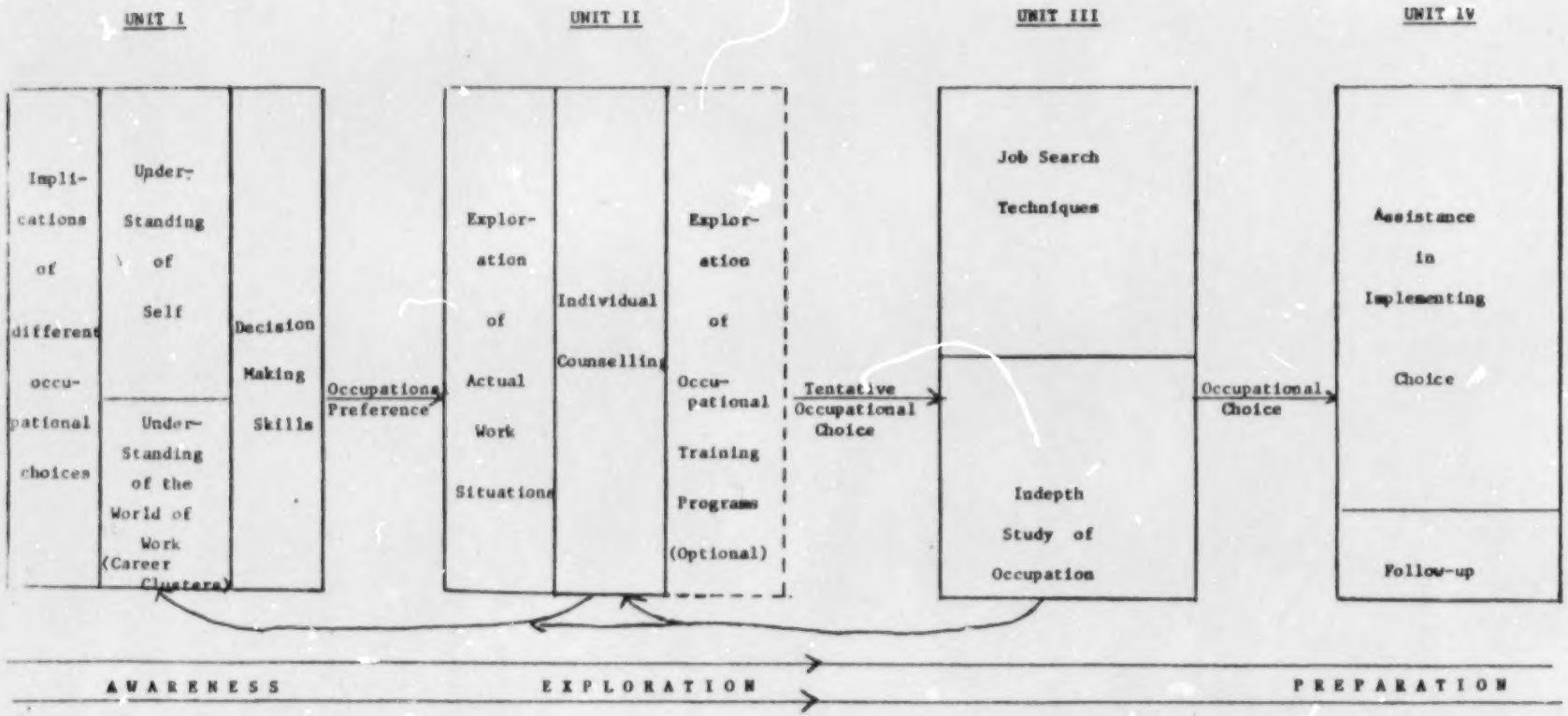
By assisting the person in finding an occupation with which he/she will be satisfied and which will best meet his/her needs, the purpose of the program is being met. For most people there will be a number of possible occupations available to them at the time they will be in the program. It is hoped that this occupation will not be viewed as the ultimate but rather that it is seen as a part of the individual's ongoing career development process.

The program is designed to move students from an Awareness stage through an Exploration stage to a Preparation stage. Unit I consists of four main areas of activity: 1) Students first will become aware of the implications of different occupational choices through an examination of the life style or role required by various occupational choices, 2) Students will gain an understanding of their strengths and weaknesses, 3) Concurrently students will explore a series of career clusters which will provide them with an understanding of the World of Work, and 4) Students will learn decision making skills and use them in expressing an occupational preference. It may be helpful to differentiate an occupational preference from an occupational choice and from an occupational aspiration at this point.

Upon expression of an occupational choice arrangements will be made for students to engage in a real exploration of an actual work situation. The major purpose of the exploration is for the students to find out firsthand whether the role required by a worker in the occupational preferred is one that he/she would want to adopt. This will be done by assigning students to a specific worker on a "buddy system" and having the student observe the owrker and the role required of him/her for a three to five day period. Syudents may slso be given the option of exploring an occupational training program in a

FIGURE I

A CONCEPTUAL MODEL FOR THE PRE-OCCUPATIONAL TRACK OF MANITOBA'S ADULT BASIC EDUCATION PROGRAM



similar manner subsequent to the work exploration if they wish to find out what is involved in training for the preferred occupation. This exploration system is based on the concept that real experiences are a great deal more meaningful to the student than the vicarious experiences e.g. reading of pamphlets and other sources of occupational information, listening to tapes, watching films and film strips, etc. that are the usual major part of a career decision making program.

Upon completion of the occupational exploration activities the student should be counselled on an individual basis by the person who is primarily responsible for this part of the program. Examples of those who might counsel are the teacher in a rural area, Pre-Occupational track Coordinator in an urban setting, a college counsellor, or a combination if possible. The purpose of this counselling is to assist the student in determining if he/she is ready to move towards an occupational choice, either the occupation explored or one that is from the same cluster and similar in nature. The student who is ready is then at the stage where he/she has made a tentative occupational choice and proceeds to study job search techniques on a group basis and to make an in-depth study of the occupation on an individual basis. The student who is not ready to make a tentative occupational choice will return to Unit I and study another career cluster and enegage in the exploration of another occupation.

Upon completion of the job search techniques and in-depth study of the occupation activities, the student should have either crystallized her/his occupational choice or else be recycled through the process. A student who has crystallized her/his occupational choice will then be given assistance in implementing the choice. This will consist of helping find a job, obtain on-the-job-training, or enrolling in the occupational training program needed to help develop entry skills into the chosen occupation. Another important part is giving assictance to the student during the first three months after having left the program. This assistance will be mainly supportive in nature and is designed to help the student overcome any difficulties which might be encountered in coping with the new occupational situation.

The model is a tentative one and the order of the activities would appear to be a logical one. Implementers, however, should feel free to experiment with the activities suggested and adpat the program to meet the needs of their students.

III. Manitoba's Experience in Community Colleges

A. Red River Community College, Winnipeg, Manitoba

NAME OF PROGRAM: ADULT BASIC EDUCATION

The objective of A.B.E. is:

To help adults, who are at a disadvantage because they are lacking in basic communications, computational and problem solving skills, to gain sufficient basic educational competencies for entry to occupational skills training, or further education.

Achievement of Objective

In order to fulfill this objective we offer the following upgrading courses:

1. OCCUPATIONAL ENGLISH:
   This course offers instruction in English as a second language to those who are seriously handicapped in obtaining employment because of a lack of proficiency in the English Language.

2. BASIC JOB READINESS TRAINING (B.J.R.T.)
   This course includes an academic stream (either Basic Literary, Linc or 5-10) as well as Human Relations and Pre-Occupational Orientation.

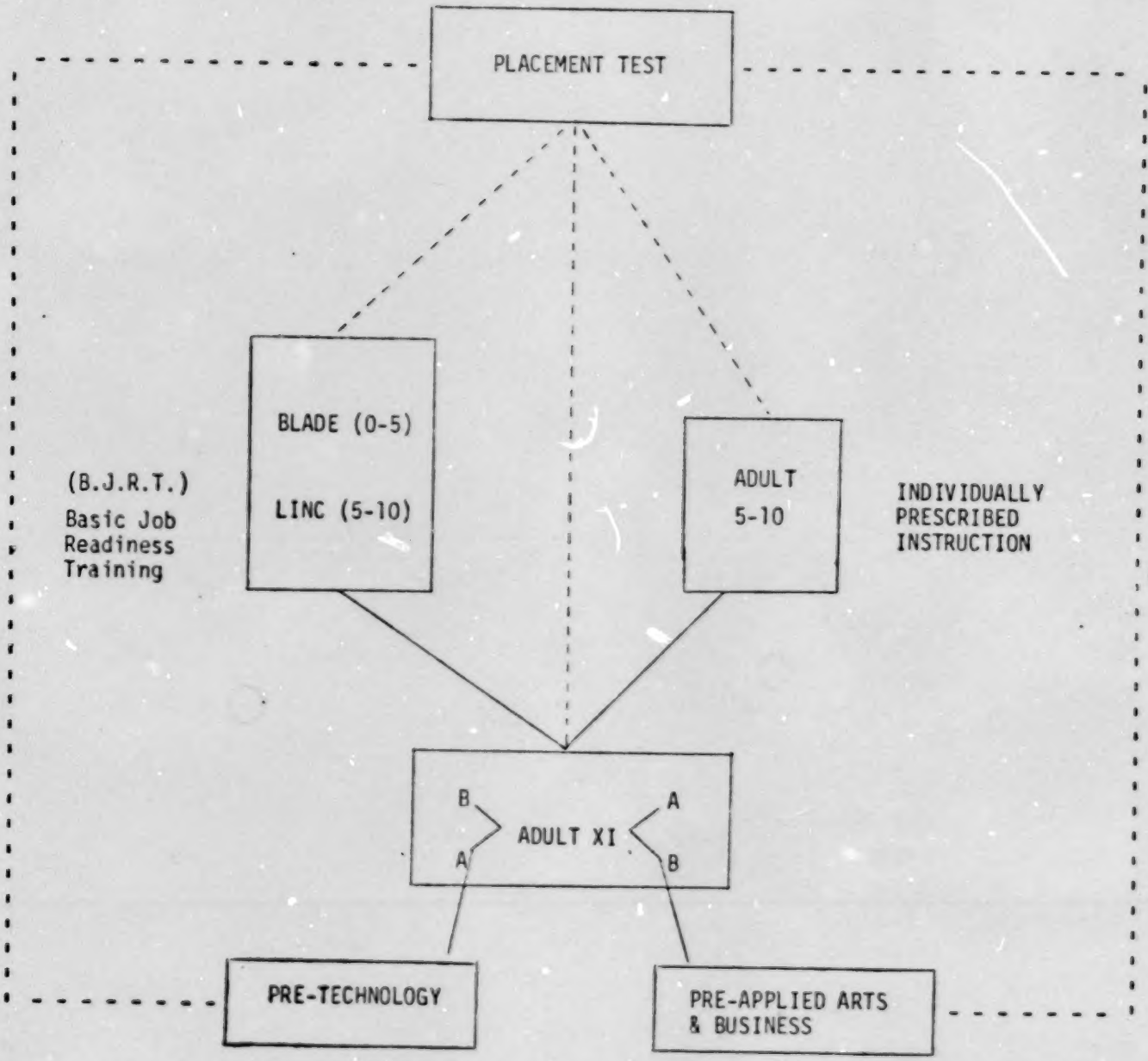
3. ADULT 5-10 (The old Level 3 and Level 2 courses)
   This course is completely individualized. Students are allowed to complete only the units of subject area material that are relevant to the vocational course of their choice.

4. ADULT 11 A & B (The old Level 1 A & B courses)
   This course is divided into two sections, one of which is science-based and the other arts-based.

5. Pre-Technology
   Successful candidates are eligible for admission to technology courses at R.R.C.C.

6. Pre-Business and Applied Arts:
   Successful candidates are eligible for admission to the Business & Applied Arts Division at R.R.C.C.

ADULT BASIC EDUCATION



Placement Test

Performance scores on a Level Placement Test or a Test of Reading Ability are used to determine the starting point for each student.

ADULT 5-10 COURSE

CORE AREAS: To obtain an Adult X Certificate a student must complete the core areas in Communication and Mathematics. Students who want to enroll in vocational courses that have science as a pre-requisite, must complete units in science that are relevant.
The Human Relations and Pre-Occupational Exploration areas are optional.
The TRANSCRIPT replaces the old Certificate of Attainment which showed the marks that were achieved in each subject area.

5-10 CHART: A copy of this chart is given to each student at the beginning of the course so that he/she may be made aware of the units of subject area material that have to be completed.

BASIC JOB READINESS TRAINING (B.J.R.T.) AT RED RIVER COMMUNITY COLLEGE

B.J.R.T. - WHAT IS IT ?

B.J.R.T. is a term coined by the Federal Department of Manpower and Immigration for a program designed to serve some of the clients for whom present re-training courses are inappropriate or inaccessible. The programs under B.J.R.T. therefore, are adaptable to the special needs of iden tifiable groups and have provision for individualization of training within the program.

Objectives

Some of the major purposes are: training on the job, training in industry, skill training, meaningful employment, further Adult Basic Education (ABE) training, and preparation for various Federal and Provincial employment programs.

Program Specifics

B.J.R.T. at R.R.C.C. has three broad headings which are as follows:

1. Academics

This aspect covers grades 0-10. With the use of programmed materials, the individual can attain an adult Grade X level. It is recommended that students write the G.E.D. tests at the completion of their program.

a) Basic Literacy for Adult Development (BLADE)

This program covers grades 0-5 and involves the use of cassette tapes, recorders and programmed books.

b) Learning Individualized for Canadians(LINC)

This program covers grades 5-10 and involves the use of programmed materials.

2. Development of Personal and Social Skills

A comprehensive resource book has been compiled for use by instructors on a students' needs basis. As pointed out in the preface of the resource book mutual selection of topics by both instructors and students will result in maximum meeting of students' needs.

3. Pre-Occupational Exploration

This aspect of the B.J.R.T. program has been developed in the form of a resource book. The focus of this segment is as follows:

a) Work Experience

First hand experience of job situations may effectively complement the other segments of the program. Students may want to spend periods of about 2-5 days on various job sites. Experiences may range from observing and interacting with employees to actually working on the job, but in no case will students receive payment other than the normal allowance. The student will also continue to remain the responsibility of the institution.

b) Job Orientation

It may be possible to use existing facilities at Red River Community College for a relatively short period each day or week to offer training and exposure to such skills as wood or metal working, automotive repairs, typing, etc.

Selection of Clientele

1. BLADE (0-5)

Applicants are suitable for enrollment if:

a) Academic performance is below "Grade 5"

b) Know English well enough to follow the directions in the tape-text and understand what is read

c) Level of intelligence is above the "retarded" category

d) There are no severe perceptual or other learning disabilities

2. LINC (5-10)

Applicants are suitable if:

a) Academic levels are between "Adult 5-8"

b) The job history has been erratic and marked by many changes in employment

c) The student has had little or no job experience

d) Should not have a history of mental illness or retardation

Method of Instruction

1. BLADE (0-5)

This program utilizes cassette tapes, tape recorders, earphones and programmed booklets in the academic component.

Group discussions on various topics of concern to students provide variety in the daily routine.

The use of films, filmstrips, slides and transparencies related to jobs and careers comprise the activities in the Pre-Occupational Exploration component.

2. LINC (5-10)

Programmed materials provide an individualized approach to the academic component. Small group (2-5) and large group (10-15) activities are also methods used in learning the academic component.

The use of small and large groups is the main method used to explore Pre-Occupational interests and the Social Personal area.

Course Duration

The time will vary with the individual but generally it is expected that the duration of the course from 0-10 will be approximately 52 weeks.

Student Ratio

1. BLADE (0-5)

Due to the extreme amount of individual attention required by each student it has become necessary to reduce the ratio by having two teachers per 15 students. In order that BLADE students receive all three components, a teaching team with a lower ratio is essential.

eg. 30 BLADE students

4 Staff

2. LINC (5-10)

In order that all students have an opportunity to experience the parts of the three components needed, the ratio should not exceed 10-1.

eg. 10 LINC students

Intake Dates

Due to the heavy demands made by students after initial enrollment students at R.R.C.C. will not be accepted on a continuous intake basis.

Intake will be every six weeks.

Assessment Period

Rather than have students continue in a B.J.R.T. program for an indefinte period of time, students will be assessed at the end of six weeks.

At that time an assessment of student progress will be made. It may be that training on the job or training in industry will better meet the needs of the student. If so, such a placement will be attempted.

Client History

As a result of difficulties which have arisen over the past year, instructors would like to have the following information provided by the referring agency.

a) if the student is diabetic or epileptic

b) if the student has a history of mental illness--should have a Dr.'s report

c) if there are some specific physical disabilities

d) if there are a number of personal problems.

Transcript

B.J.R.T. graduates will soon be receiving a special B.J.R.T. transcript which will have a place for crediting completion of the three components in either BLADE or LINC.

A note will be recorded at the bottom of the transcript to contact A.B.E. before referring the client to further training.

Appendix I PRE-OCCUPATIONAL-SOCIAL TRACKS IN B.L.A.D.E. (0-5)

Appendix II ONE BASIC JOB READINESS TRAINING CLASS (5-10)

Appendix III PRE-OCCUPATIONAL ACTIVITIES IN A B.J.R.T. CLASS (5-10)

Appendix IV PRE -REQUISITES FOR ENTRANCE TO R.R.C.C. COURSES

Appendix V A.B.E. TRANSCRIPT - RED RIVER COMMUNITY COLLEGE

"THE PRE OCCUPATIONAL ORIENTATION PROGRAM" B.J.R.T.

Preparation for employment is more than occupational choice or job placement. It is a developmental process which includes educational planning, self-identity, development of decision-making skills, as well as an awareness of knowledge of employment opportunities. It must involve both the school and the broad community. It is obvious that the complexity of our society and the rapid changes in the employment scene requires a more sophisticated system than is now possible.

Since July 1973, those individuals concerned from government, educational institutions, community agencies and business have been approached to participate in the B.J.R.T. Pre Occupational program.

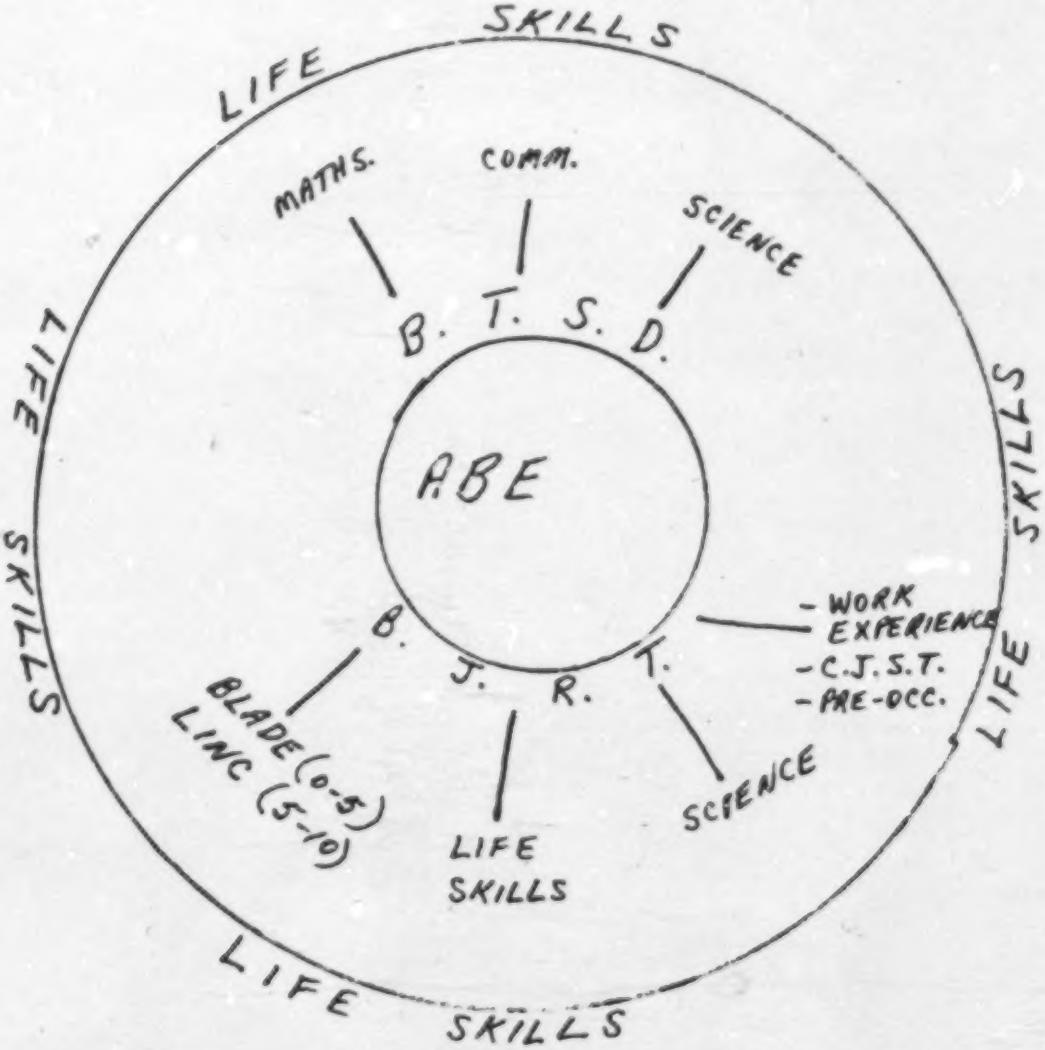
To date 140 companies of various size and diversity have consented to open their doors and admit students from the A.B.E. division as observers. Some 189 students have taken advantages of this opportunity. 63 have found summer employment in /74. 18 have been placed on staff with the firms where orientation took place. 1975, figures look even more promising.

Second and third time around with different occupational goals or undecided students is encouraged. 47 students have taken advantage of this possibility and confirmed their choice.

Procedures and implementation of the B.J.R.T.'s Pre Occupation Track as "set up" at R.R.C.C., A.B.E. Division are outlined in the booklet entitled "On the Job" Orientation Guide.

B. ASSINIBOINE COMMUNITY COLLEGE, BRANDON, MANITOBA

Following is a diagram of the way in which the Adult Basic Education program has been operating for the past year. Further details of the specifics of the Pre-Occupational Exploration work which has been going on the past year is covered in the article in Appendix VI.



C. KEEWATIN COMMUNITY COLLEGE, THE PAS, MANITOBA

The approach used at The Pas was based on an exposure to Life Skills and Pre-Occupational Exploration activities for a period of six months.

During that time students concentrated on learning what thier skills, aptitudes and preferences were in conjunction with how this information could best be suited to jobs and occupational choices.

At the end of the six month period students were asked to do one of the following:

a) seek employment
b) seek further academic training
c) Training - on-the- Job
d) Participation in provincial work activity projects or provincial employment projects

If the decision was to seek further academic training, stduents were then placed in a regular Adult Basic Education classroom until they had reached the academic level desired.

See Appendix VII for a copy of the report on the B.J.R.T. course offered at The Pas.

IV. The Role of the Teacher and the Counsellor

A. The Teacher

The teacher works with the students in providing the classroom activities prior to work experience and job observation placements.

The teacher also is the prime counsellor available to the students. The object of this counselling is to help students make a tentative occupational choice, pursue further examination of that choice and then to help in the follow-up.

The main role of the teacher-counsellor providing support in the follow-up is to help the student overcome difficulties encountered in the non-classroom setting.

B. The Counsellor

The counsellor may be consulted and expected to provide individual assistcnace for the student as he/she moves toward an occupational choice.

It may be necessary to arrange Interest Inventory testing and at this point the counsellor would be able to administer and assist in the interpretation of such tests.

Personal counselling may be required and the counsellor would then be able to wo k with the teacher in providing the support needed in order that the student stay on the course until he/she has reached the desired goal.

C. Combination

The ideal support system for students in this program would be a team approach of the teacher, the counsellor and the student in making an occupational choice and following through on it.

V. ADAPTATION

A number of resources are utilized in implementing the Pre-Occupational Exploration area in the Adult Basic Education program.

If you would care to receive copies of these materials please complete the following form and return it to the address given:

.....

Check off the desired materials

Social Track

_____1. Resource Book for the Development of Personal and Social Skills

_____ 2. Personal Growth Curriculum for Adult Basic Education in New Mexico

Pre-Occupational Track

_____1. Resource Book for Pre-Occupational Exploration

_____ 2. V.I.E.W. (Vocational Information and Education for Work)

Send to: Lila M. Larson
Resource Personnel
Adult Basic Education
C610 Red River Community College
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786-6373 or 786-6125

APPENDICES

B.J.R.Y. IN BASIC LITERACY FOR ADULT DEVELOPMENT (B.L.A.D.E.)

AN ATTEMPT AT THE PRE-OCCUPATIONAL-SOCIAL TRACKS IN B.L.A.D.E.

Ed Payne and Phyllis Sampson - Instructors

On the basis of the limited academic backgrounds and even more limited writing skills of the majority of incoming students it was felt by the two instructors involved that the most fesaible approach to getting the students involved in any pre_Occupational-Social exercises would be the use of a presentation-Discussion format. The presentation was to take the form of either a reading aliud of a problem to the group followed by open class discussion, or the viewing of a related film also followed by an open class discussion. Film presentations were chosen because some students at this level (Adult 0-5) seemed to have difficulty at times in sustaining interest in prolonged discussions.

At one point an attempt was made to integrate useful "life skills" writing exercises, e.g. making out personal budget sheets, followed by discussion. The process of allocating expenditures was painfully slow abd moreover caused, not unexpectedly, some slight embarrassment for some students who were afraid that other students might discover that they were experiencing great difficulty not only in filling out forms, but also in actually managing their money.

In that large group (at that time approximately 22) it simply was not possible to deal with each case through to a successful solution of the difficulties. Therefore in a number of cases unsatisfactory attempts at the exercises were accepted.

The presentations were intended to follow a pattern- five broad areas would be discussed following an outline on a chart in the classroom. A list of relevant films drawn up to follow the chart would be utilized. The object being to put forward as logical a presentation as possible for the class. Initially the format worked reasonably well until difficulties began to be experienced in the area of the delivery of the films, in spite of the fact that the list was checked by the Audio-Visual Department staff, and it was felt by them that the said films could probably be delivered on the given dates. However, some promised films never arrived and others arrived too late to be of full value. While the point can be made that the discussions could have been held as the films arrived, it seemed at that time that the disjointedness of such an approach would have hampered the effectiveness of the exercises.

One possible solution would seem to be the development of a film bank at Red River Community College consisting of the particular films needed for a coherent presentation of the whole project. The existence of this special

bank would ensure the availability of films on prearranged dates.

Finally, apart from occasional visits by the students to the lecture theatres in the college to hear speakers on Legal Aid and the Law, Consumers Bureau, etc. the students involvemnt in the non-academic areas of the course was suspended. Partly because of the knowledge thst the ones moving into the LINC (5-10) segment would be exposed to the Pre-Occupational and Social tracks anyway, and partly because in an area where it is most important to inform and not confuse, it was felt that if these two tracks would not be presented adequately the less harmful course of action would be temporary abandonment of the tracks. Thus a haphazard presentation would be avoided.

Changes from this present position will be dependent upon required changes primarily in such areas as limiting group size and the improvement of available films.

Appendix II

RED RIVER COMMUNITY COLLEGE

ONE BASIC JOB READINESS TRAINING CLASS IN LINC (5-10)

Prepared by: R. G. Walmsley and H. Van Hartevelt

THE INDUSTRIAL CLASSROOM

The class Helena Van Hartevelt and myself were to team-teach was made up from 24 students passed to us from a B.E.A.D.E., course, from direct entry sponsored by Man Power, and a few Provincial entrants.

With the exception of two New Canadians with language difficulty, the students had very little motivation and had many physical and personal problems together with at the best indifferent work habits. The ages ranged from 18 to 58 and just over half were women.

PHILOSOPHY OF B.J.R.T.

At the commencement of the course Helena and I mutually agreed to a philosophy which we thought would as closely represent that used in a work environment. We decided on the maintenance of a 'tight ship'. Students would have to submit to a discipline related as closely to the work world as we could arrange with the facilities available. This was explained clearly to the students on the first day and adequate reasons given.

Regular attendance, punctuality, order, tidiness, cleanliness and good work habits were to be given priority. All students had to sign in on a time sheet which was closed by drawing a line across the column of signatures at 5 minutes past 8 in the morning and 5 minutes past 12 for the afternoon session.

Desks had always to be left tidy; both desks and chairs had to be properly placed before leaving. No smoking, food or drink was allowed in class. Leaving class at any time required permission which was given only for justifiable reasons. Having unofficial breaks in the corridors and use of the phone was policed in the early stages. Slovenly sitting or working posture was pounced upon.

All academics were used as the Job Load, times for breaks and quitting were strictly adhered to. Work was not allowed to deteriorate into a leisurely pace, a constant pressure was maintained on all students.

At first the student resentment was very apparent but after two weeks they began to feel a pride in order and tidiness, and even to the point at expressing disgust with the activities in adjacent classrooms.

It was surprising that in such a short time this had taken place. As an example of activities developing at this early stage, one student, disturbed by noise from the corridor outside the classroom, got up and closed the door. This did not deaden the noise enough so he got up again and went out into the corridor to tell the students there to quieten down a bit 'as people in the classroom wanted to work if they didn't' --- documentation from his previous class had indicated him as being a person given to readily joining in with making noise if there was the least opportunity.

A second student noticed that other students sitting on the floor in the corridor waiting to get into a classroom were leaving a mess of chip bags wrappers and drinking cups etc. on the floor. They were asked not to act like peasants leaving the place like a pig sty.

A personal endeavour was made by teachers to try and lead by example - it was rarely that both teachers were not in the classroom by 7.40 a.m. and in spite of personal feelings teachers offered a facade of cheerfulness and lively interest. This is psychologically important, for it shakes the student out of their early morning tired approach to their work.

With regard to attendance and punctuality we started by threatening to stop a half days pay for those who were late, but eventually we modified this to a positive reinforcement method. Full attendance and no lates each week was rewarded with a Friday afternoon off. Those left on Friday afternoon had the unenviable task of satisfying two instructors on almost a one-to-one basis. The students soon caught on and hated being one of those left on his own in class. Early attendance promoted and daily attendance also improved.

Two students who didn't merit the first Friday afternoon off, the following week were waiting at the classroom at 7.15 a.m. and when asked why they were there so early, they said they just couldn't take a chance on the bus service and that there was no way they would miss getting the next Friday afternoon off. They had felt quite embarrassed being in class on their own.

After a couple of months we found that although some students had qualified for the afternoon off they never-the-less came in in order to get extra instruction - they still wanted their peers to realise that this was on their own decision and not because they were late.

The inevitable of course occurred. One or two students who didn't qualify decided to take Friday afternoon off anyway. We stopped this short by saying that even if they had sick days in hand anyone away on Friday would lose the days pay or if they were provincial entries they would be withdrawn from the course. There were no further cases of trying to beat the system.

Again with regard to the teachers being in well before time, we found that students took this opportunity to discuss privately with us personal problems. There was nothing unusual about students getting in early but there was about them staying back after school. Other students become more aware of a particular student's need for advice if the discussion happens during or after classes. We found that it is during this early free time that the students speak more freely and show family photos etc, and it is during this time the instructor really gets to know the student.

We would suggest also with regard to instructors' personal activities that an endeavour should be made by all B.J.R.T. instructors to try and have coffee breaks together as frequently as possible. This we found of great value in facilitating an inter-change of information about and experience with students, and the exchange of ideas with regard to the programme.

DIVISION OF WORKDAY.

8.00 - 9.30	Maths.	
9.30 - 9.50	Coffee break.	
9.50 - 11.00	Functional and/or Developmental Reading.	
11.00 - 12.00	Lunch break.	
12.00 - 1.00	Science. Core Science. Essentials of English.	Depending on occupational goal.
1.00 - 1.40	Human Relations or Catch-up study.	
1.40 - 2.00	Coffee break.	
2.00 - 3.00	Pre-occupational Instruction Reading Laboratory	Alternate days.

Resource.

Instruction like Legal Aid and Nutrition etc. were slotted into morning sessions as the Resource persons became available.

Field work.

Half or full days were scheduled at two weekly intervals.

Career exposure.

At any suitable stage in the student's course arrangements were made to place some students in outside organizations where they could have a few days exposure to the careers of their choice in order to confirm their selection or even provide them with direct entry into employment.

ACADEMICS.

The material used was programmed individualised instruction - L.I.N.C.

New students were asked on their first day to write a paragraph stating their personal ambitions and occupational goal. From these paragraphs we gave each student a written indication of what part of the programme they had to complete to fullfil the requirements of entry to their proposed career or to courses leading up to their proposed career.

A constant check was kept on the student's Dacum Chart in conjunction with the individual student/subject files. The student/subject file contained all the item check work papers together with the relevant unit checks; the material from each unit being stapled up on completion. This collation was also the basis of updating the Dacum Charts. Any extra work exercises given were also filed.

It became very clear early in the course that the present form of individualised instruction, although a convenience for accepting new students at any time during the course, it was not the most effective delivery system for B.J.R.T. type students. In general their reading comprehension was tragically poor and hampered them often to the point of frustration in the use of instructional material.

There developed a tendancy to try and by-pass areas of difficulty and the need to Instructor-mark their work and to keep a close watch on their student/subject files became evident.

Because of poor reading performance these students have relied on oral experience and there is an extremely good case for the support of a return to group instruction with high oral content until the students reach at least an Adult 8 standing.

To release some of the frustration of attempted self-instruction, to speed the naturally slow worker, and to discipline the casual minded worker certain students were brought together to work on the chalk-board where they exposed their activities to their peers. This was found to be a very effective way to improving their speed and efficiency, for they didn't wish to lose face with their peers.

To some extent there has been disappointment in that the students indicate so little transference from the well planned and intentioned programme offered by the Reading Laboratory, and we found it necessary to supplement this activity with additional reading aloud. Reading aloud had to be done in small groups and it certainly high-lighted their difficulty in handling individualised

instructional material. It uncovered failure to attack new words phonetically, mispronunciation, the lack of word meaning knowledge and also the logical interpretation of clause and phrase values. The introduction of a sentence with "although it is not necessary to" was enough to produce confusion of thought and comprehension. Perhaps this is born out of the past philosophy of "doing your own thing at your own comfortable level".

COMMUNICATIONS.

It was found that trying to devote equal time to developmental reading and functional reading was not a great success. Developmental reading seemed to demand a prior experience of functional reading and to this end in the next course we would teach functional reading first together with perhaps 2600 Grammar and follow this up with developmental reading.

SCIENCE.

Here again B.J.R.T. students require a great deal of oral group instruction just to fill in and introduce the material covered in the science section of the programme and to show its relevancy to the students possible experiences.

PRE-OCCUPATIONAL TRACT AND HUMAN RELATIONS.

Generally the Human Relations exercises were not accepted very well by the students; the depth of study required was too great and tended to leave the students more introverted than before.

As long as we kept to subjects that had a practical significance, the students tended to take part with interest. We therefore kept more to the pre-occupational tract and integrated Human Relations whenever the opportunity presented itself.

We list later a few of the items we know have worked well and have been of benefit.

Career Clusters.

We used many of the clusters provided on film strip with cassette commentary. We found in order to maintain the interest of the whole class it

was necessary to show alternately a male interest strip and a female interest strip. The class had to be told of the importance of knowing just how the other person earned a living.

Job Search Technique.

The material used for this instruction consisted of the C.M.C. slide collection and scripted commentary, and is normally delivered by two instructors and is estimated to take about one and a half hours. However, we found that with class participation in filling in the forms and the oral supplements that were necessary, it could well take three or four three-quarter hour periods. For a successful delivery a pre-class run through is very necessary.

Films.

Finding a Job.
Filling in.
Good work habits.
You and your boss.
Windows and Walls.
Earth and Mankind 1.
Earth and Mankind 2.
Hutterites.

All 16 mm film available from the College L.M.C. and suitable to be used as the basis of successful discussion.

Human Relations Activities.

"10 Persons I am" series - We found this quite unsucessful in the two classes with whom we have tried it.

"Frustration Squares" - This was a successful exercise.

After a series of abhortive attempts at other Human Relations activities we found that the medium of discussion was more successful than using activities in which the students in some way felt threatened.

The following topics stimulated a great deal of interest and provided a real atmosphere for developing human relations.

"Prearranged marriages are best".

"Spare the rod and spoil the child".

"Wife's place is in the home".

"Children should be the property of the State from birth to the age of five".

"Walls and windows". (16 mm film, extremely good and with well known up-to-date- T.V. actors taking part in type cast roles).

We also found that the situation exercises we tried were successful, particularly the following two -

"Shop floor morality" (Is the boss fair game for pilfering).

"One job - two ideal applicants".

FIELD VISITS.

Convention Centre. (First day of opening).

The idea of this visit was to acquaint the students with Winnipeg's latest acquisition and with the job opportunities it offered for full and part-time employment. An employment office was on site and the students were told where. All failed to take the opportunity and next morning three whom we found were interested in working there were sent back to the Employment Office to pursue the matter further. We feel that more of this type of exercise is necessary to build up courage in our students so that they will have the confidence to make unassisted enquiries.

Man and Nature.

Some of the class had never visited this museum . Some students missed the opportunity of seeing the more important exhibits. Talk amongst the students afterwards resulted in these students who had wasted their opportunities deciding to be more exploratory in the future.

One unexpected bonus to this visit occurred when we went across to the City Hall for a cheap lunch. Two of our students had never been in a cafeteria before and had avoided even using the one in the college. They found this experience quite harrassing in that they had to make a decision as to what to

choose to eat under pressure of people lined up behind them and the new-fangled gadgets for dispensing food and drink in front of them. This was a 'first' for them and an important exercise.

Rummage Sale.

This was run by the students at the Main Street Drop-in Centre". When we took our class to the centre they bought and were in fact, surprised that they could get childrens' clothing etc. so cheaply. Many had not thought of a rummage sale for this purpose and in fact many had not attended a rummage sale before.

Legislative Building.

This was a 'first' for many of our students and had the Members been sitting it would have been an unqualified success.

In summary, although this report covers only the first four months of this B.J.R.T. class it has produced sufficient feed-back to more than justify our original philosophy.

Students like a disciplined work-day. Perhaps for the first time in quite a while they know what is expected of them and they know in what direction they are going and they are happier for it. If the day is ordered and the students are kept busy there is no problem at all with "discipline".

There will be, however, the odd student who can get nothing from the course but this becomes very apparent in the first two months. At the end of this time if he is not benefitting from the course, then we feel for all concerned that he should be withdrawn from the course immediately.

Close contact with the Manpower Counsellors is we think of mutual importance and we have had a great deal of co-operation from them. Both Helena and myself found this course, which we have shared up to date, the most tiring we have taught, but we have found it full of interest, sometimes frustrating, but the really exciting thing has been the marked change in the attitude of the students

Appendix III

RED RIVER COMMUNITY COLLEGE

PRE-OCCUPATIONAL ACTIVITIES IN A BASIC JOB READINESS TRAINING CLASS (5-10)

Instructors: Nancy Pierce and Delphine Henderson

Below is a list of some of the exercises that our class has done in the Basic Job Readiness Training course. Most of the exercises were about one hour in duration. It was found that if the exercises continued much longer than this, the students became bored and lost interest. Also, the main point of an exercise lost its impact if carried on for much more than one hour.

Exercise #1 To Work or Not To Work

Duration: 2 hours (1 hour on 2 successive days)

Method: 1. Read the story "Valentine Hates Hit Job" aloud.

2. Discussion of the following questions:
   a) What do you get out of a job besides money ?
   b) What satisfaction is there from knowing that you have done a job well ?
   c) How important is it to do what you really want to do ?
   d) What happens to people you know who enjoy/do not enjoy their work ?
   e) Why do those who do not enjoy their work continue to work ?
3. Asked the students to consider whether he/she wants to/does not want to work.
4. Made a list of volunteered answers and handed back to the students the next day.

Results

- Good participation of class members
- Enjoyed by the students
- Every student in the room said they wanted to work rather than choose one of the alternatives to working

Exercise #2 Defining Terms

Duration: 1½ hours

Method: 1. Asked the students to form 4 groups (about 4-5 people in each group)

2. Gave each group the following list of definitions
   a) success
   b) aptitudes
   c) interests
   d) personality traits
   e) physical assets
   f) values
   g) physical limitations
   h) achievements or accomplishments
3. Groups had to come up with a definition for each of the above terms

4. Each group had to hand in thier list to one of the instructors at the end of the session
5. Instructors provided some help where necessary

Results

- Good participation
- Enjoyed working together in small groups
- Found some definitions difficult but all group ended up with definitions for all terms

Exercise #3 Defining Terms (Cont'd)

Duration: 1 hour

Method: 1. Class discussion of similarities and differences of the different lists
2. Class discussed implications of the differences with regards to work or jobs

Results

- Students all participated
- Seemed to enjoy the feeling of competition with other groups
- Grasped the meaning quickly

Exercise #4 Defining Terms (Contd)

Duration: 1½ hours

Method: 1. Divided the class into two groups
2. Discussed the following sets of questions:

Set 1a) How does an individual's aptitude influence job selection and success
b) How do a person's interests lead to occupational opportunities ?
c) What effect do values have on satisfactory job selection and success ?

Set 2a) Why is self understanding of personality traits important to wise job selection?
b) How does awareness of physical assets and limitations contribute to suitable job choice ?
c) In what way do past achievements contribute to finding the right job and succeeding in it ?

Group 1 discussed Set 1
Group 2 discussed Set 2
Group 1 discussed Set 2
Group 2 discussed Set 1

Results

-See results for Exercise #5

Exercise #5 Defining Terms (Contd)

Duration:1 hour

Method: Both sets of answers were handed out to all students

-Groups discussed and explained their answers

-Discussed and questioned other group's answers

Results

-Went fairly well

-Both sets of answers were fairly similar. Therefore the discussion of answers was not argumentative but rather explanatory in nature.

Exercise #6 Self-Appraisal

Duration: 1¼ hours

Method: - Handed out the "Survey of Interests" form

- Gave students enough time to complete the form
- Instructors aided the students with any difficulties in interpreting questions

Results

- Did not go well
- Students did not like filling out the forms
- Students found it boring and saw no paoint in the exercise

Exercise #7 Surveying Marketable Skills

Duration: approximately 1 hour

Method:

-Read aloud "The Case of Karen" (Students also had a copy of the story in front of them)

- Discussed story considering the following questions
  a) What skills did Karen have ?
  b) What jobs or training might Karen's skills qualify her for?
  c) What did the counsellor in the story see in Karen's story ?
  d) What skills are common to several jobs ? (e.g. working with other people, organizing facts)
- Wrote volunteered answers on the board

Results

- Class enjoyed the story
- All participated well

- Came up with some good points
- Exercise was easy to follow and easy to contribute to

Exercise #8 Surveying Marketable Skills (Contd)

Duration: approximately 1 hour

Method:

- Distributed a copy of the form "Analyzing Jobs into Skills" to each student
- Gave students enough time to complete form

Results

- Did not go too well because they were bored with the form
- Students had a hard time understanding what was being asked

Exercise #9 Awareness of Career Clusters

Duration: 1½ hours

Method:

- The day before the exercise, the students were asked to bring in about 15-20 job want ads from either of the local papers
- Class was divided into 4 groups (of 4-5 people each)
- The following six headings were written on the board:
  a) Clerical related occupations
  b) Health services occupations
  c) Machining occupations
  d) Mechanical and repair
  e) Sales occupations
  f) Personal services occupations
- Each group was asked to place their ads within the correct category

Results

- Exercise went well
- Students enjoyed working in small groups
- Were kept busy for the entire time

Exercise # 10 Awareness of Career Clusters (contd)

Duration: about 1 hour

Method:

- Instructors prepared a list from the class groupings
- Went over these lists
- Discussed why certain jobs should or should not be included under certain categories
- Handed out categories as listed in "Development of Pre-Occupational Skills"

- Discussed the similarities and differences of the lists

Results

- Went well
- This exercise caused considerable discussion
- Students seemed to enjoy it

Exercise #11 Awareness of Career Clusters (contd)

Duration: 1 hour

Method:

- Handed out to each student a from made up by the instructors based on career clusters
- Tried to get students to make an occupational choice

Results

- Did not go too badly although it could have gone better
- Did not like filling out forms
- Were not sure of what was being asked
- Gathered some information on the type of information desired

Exercise #12 Career Clusters

Duration: 2 hours

Method:

- Students were shown 2 films:
  a) Careers: Sales
  b) Careers: Clerical
- Were told what to watch for such as:
  a) What jobs fall in each category?
  b) what skills are needed for this occupation ?
  c) What advantages are there to this field ?
  d) What disadvantages are there to this field ?
- Discussed these questions and answers were written on the board

Results

- Went well
- Class had a good discussion
- Many points were brought up and questioned
- Students concntrated greatly on the films because they knew what to look for
- All students responded well
- Students seemed to identify with the films

Exercise #13 Telephone Manners

Duration: 1 hour

Method:

- Class watched the film "If an Elephant Answers"
- Class was assigned to write a breif summary of what they thought the film was about and what some of the main points were

Exercise #14 Telephone Manners (contd)

Duration: about ½ hour

Method:

- Discussed the film and its major points
  1. Things done wrongly when answering a phone
  2. Reasons for answering a telephone
  3. Things to remember when answering a telephone

Results

- Students enjoyed the film
- Were able to remember the major points and main idea
- Good discussion resulted

Exercise #15 Application Forms

Duration: about 1 hour

Method:

- One week prior to this exercise, students were asked to bring in one application form from any one place
- Discussed what things were asked on the different application forms
- Divided information into 3 sections:
  1) personal information
  2) infromation about schools and training
  3) previous employment history

Exercise #16 Application Forms(contd)

Duration: 1 hour

Method:

- Students were asked to write what they thought was being asked for with each of the above points
  e.g. Personal information - number of dependents, how many people the applicant is supporting

Exercise #17 Application Forms (contd)

Duration: about 3/4 hour

Method:

- Discussed what items are found on applications and divided them into the following groups:
  1. Items found on all application forms
  2. Items found on almost all application forms
  3. Items found on about half of the application forms
  4. Items found on very few application forms

Exercise #18 Application Forms (contd)

Duration: approximately 1½ hours

Method:

- Discussed orally the terms of the application forms
- Discussed what was being asked and why it might be necessary for an employer to ask those things of a possible employee

Results:

- Went well
- Students particpated in the discussion
- Seemed interested and seemed to apply the information discussed to the actual work application forms

Conclusions

The previous exercises have been completed by the 5-10 class in a Basic Job Readiness Training program at Red River Community College. A number of additional activites will be carried out by staff and students as the class continues to work on completing their course.

The exact nature of the activities will be decided upon by the teachers and students. After yhe students have completed a minimum of class exercises the students are eligible to particpate in job observation and work experience activities. Then students will be expected to make an occupational choice. Several work experience exposures may be necessary before an occupational choice can be confirmed.

ADULT BASIC EDUCATION

ADULT 5-10 PROGRAM

PRE-REQUISITES FOR
ENTRANCE TO R.R.C.C.COURSES

ADULT 10

	MATHEMATICS												SCIENCE					
	UNITS I TO VI	VII – PLANE GEOMETRY	VIII – ALGEBRA	IX – GRAPHS	X – SQUARE ROOT – HYPOTENUSE	XI – APPLICATION – GEOMETRY	XII – SOLVING PROBLEMS ALGEBRAICALLY	SCIENTIFIC METHOD	ANATOMY	MATTER	ENERGY	HEAT	ELECTRICITY	MACHINES	ALL UNITS – WRITING SKILLS	COMMUNICATIONS
Auto Body Repair	X		X	X	X	X		X		X	X	X	X	X	X	
Automotive Mechanic Repair	X	X	X	X	X			X		X	X	X	X	X	X	
Barbering	X							X	X						X	
Carpentry and Woodworking	X	X	X	X	X	X		X		X	X	X	X	X	X	
Child Care Services	X	X		X				X	X	X	X	X			X	
Clerical Bookkeeping + Office Machines	X		X												X	
Clerk Typist	X														X	
Diesel Mechanic-Transport	X	X	X	X	X	X		X		X	X	X	X	X	X	
Electrical Appliance Servicing	X	X	X	X	X	X	X	X		X	X	X	X	X	X	
Electrical Course	X	X	X	X	X	X	X	X		X	X	X	X	X	X	
Food Services	X			X				X	X	X	X	X			X	
Hair Dressing Beauty Culture	X							X	X						X	
Homemakers Training	X														X	
Machine Shop Practice	X	X	X	X	X	X		X		X	X	X	X	X	X	
Masonry	X							X		X	X	X			X	
Painting and Decorating	X							X		X	X	X			X	
Plumbing	X	X	X	X	X	X		X		X	X	X	X	X	X	
Practical Nursing	X			X				X	X	X	X	X			X	
Sheet Metal	X	X	X		X	X		X		X	X	X			X	
Upholstering	X	X													X	
Watch Repair	X	X						X		X	X	X		X	X	
Welding	X	X						X		X	X	X	X		X	

Appendix V

RED RIVER COMMUNITY COLLEGE

Adult Basic Education, Extension Division

WINNIPEG, MANITOBA

Transcript

This is to certify that _____ *has met the requirements*

for Certificate of Attainment at the Adult ____ *Level in the*

Adult Basic Education Course at Red River Community College commencing

_____ *19*___ *and ending* _____ *19* ____

and has successfully completed the following areas:

	core	supplementary
COMMUNICATION	☐	☐
MATHEMATICS	☐	☐
SCIENCE(optional)	☐	☐
HUMAN RELATIONS(optional)		☐
PRE-OCCUPATIONAL EXPLORATION		☐

Dated at _____ *this* _____ *day of* _____ *19* ____

Signed:

_____

Supervisor: ADULT BASIC EDUCATION PROGRAM

CUA-0-180

COMMUNICATION – SECTION I: Writing Skills

UNIT	CONTENTS	SATISFACTORY COMPLETION
SENTENCE STRUCTURE	Verbs and their subjects; sentences and fragments; clauses	☐
SENTENCE STRUCTURE	Sentences, fragments, and run-ons; coordination and subordination	☐
PUNCTUATION AND CAPITALIZATION	Sentence types; punctuation; capitalization	☐
SENTENCE WRITING	Combining given notes into single sentences	☐
PARAGRAPH WRITING	Combining given notes into a paragraph	☐
USAGE	Subject-verb agreement; irregular verbs	☐
SPELLING		☐
SUPPLEMENTARY		☐

COMMUNICATION – SECTION II: Reading Skills

UNIT	CONTENTS	SATISFACTORY COMPLETION
WORD ATTACK	Sight vocabulary, context, dictionary skills	☐
VOCABULARY	Word power and context	☐
COMPREHENSION	Literal, interpretive, rate	☐
STUDY SKILLS	Study habits, test taking, textbooks	☐
SUPPLEMENTARY		☐

MATHEMATICS – SECTION I: Core Program

UNIT	CONTENTS	SATISFACTORY COMPLETION
WHOLE NUMBERS	Reading, writing, rounding; addition; subtraction; multiplication; division; averages; order of operation; problem solving	☐
FRACTIONS	Reading, writing; addition; subtraction; order of operation; problem solving	☐
DECIMALS	Reading, writing, rounding off; addition; subtraction; multiplication; division; order of operation; problem solving	☐
RATIO AND PROPORTION	Ratio; proportion; rates	☐
PERCENT	Operations; problem solving; simple interest	☐
MEASUREMENT	Time; distance; liquid; weight; distance conversion; liquid conversion; weight conversion	☐

MATHEMATICS – SECTION II: Supplementary Program

UNIT	CONTENTS	SATISFACTORY COMPLETION
PLANE GEOMETRY	Line; plane; circle; angles; polygons; parallel lines	☐
ALGEBRA	Integers; terminology; monomials; exponents; polynomials; equations	☐
GRAPHS	Linear; bar; broken line; circle	☐
SQUARE ROOT AND HYPOTENUSE RULE	Square root; hypotenuse rule	☐
APPLICATION OF PLANE SOLID GEOMETRY	Identification plane and solids; perimeter; areas of plane; volume; surface and area of solids	☐
SOLVING PROBLEMS ALGEBRAICALLY	Number and age problems; rectangle and digit problems; mixture and ratio problems; money problems	☐

SCIENCE (OPTIONAL)

UNIT	CONTENTS	SATISFACTORY COMPLETION
CORE	Scientific method; metric system	☐
ANATOMY AND PHYSIOLOGY	Body systems; organs; functions	☐
MATTER	States; composition; properties; other groupings; changes	☐
ENERGY	Kinds; conversions; sources	☐
HEAT	Sources; transmission; expansion and contraction measurement; electricity	☐
ELECTRICTY	Static; from chemical reaction; circuits; measurement; magnetism relationship; application	☐
MACHINES	Work; efficiency; power; mechanical advantage; level and inclined plane; wheel and axle; pulley; wedge; screw; examples; applications	☐

HUMAN RELATIONS (OPTIONAL)

UNIT	CONTENTS	SATISFACTORY PARTICIPATION
THE INDIVIDUAL	Strengthening self-image; clarifying values; understanding and describing emotions; decision-making and problem-solving	☐
THE INDIVIDUAL IN RELATIONSHIPS	Group co-operation; communication skills; family life; basic concepts from leading psychological theories	☐
THE INDIVIDUAL IN THE COMMUNITY	Current social issues; community agencies and resources	☐

PRE-OCCUPATIONAL EXPLORATION

UNIT	CONTENTS	SATISFACTORY COMPLETION
INITIAL OCCUPATIONAL EXPLORATION	Implications of different occupational choices; decision making skills; knowledge of self; knowledge of career clusters	☐
OCCUPATIONAL PREFERENCE	Actual work situation; training institution exploration; making an occupational preference	☐
TENTATIVE OCCUPATIONAL CHOICE	In-depth study of occupation; job search techniques; making a tentative occupational choice	☐
OCCUPATIONAL CHOICE	Preparing for entry into; training institution; employment; training on the job; others	☐

Adult II A — Applicable ☐ Not Applicable ☐

Adult II B — Applicable ☐ Not Applicable ☐

This Transcript is a satisfactory requirement for _____

If the student wishes to enter another course, the matter should be discussed with the Adult Basic Administration Staff.

P[illegible] 7866-156/159

Red River Community College

This Certifies that

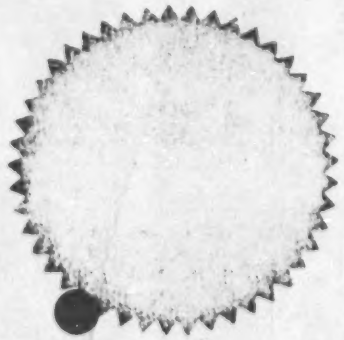
having fulfilled the requirements in accordance
with college standards is hereby awarded this

Certificate

in

Adult Basic Education

Dated at Winnipeg, Manitoba, this _____ day of _____ A.D. 19___



Minister
Colleges and Universities Affairs

Director
Red River Community College

Registrar
Red River Community College

Work Experience '74/75

-by Work Experience Co-ordinators: Glen Milliken, Pat Porter, Bruce McLeish and Janice Fraser.

"What has been going on at A.C.C. in the Adult Basic Education programme in terms of work experience and the pre-occupational track?"

Although the year is not over in all the communities where A.B.E./B.J.R.T. has been conducted by Assiniboine Community College, the time is ripe to recap some of the developments this year in terms of Work experience and the Pre-occupational track.

To place this account in proper perspective, it is necessary first of all to examine briefly the objectives and underlying philosophy upon which the Pre-occupational Component of the Adult Basic Education programme is based.

The Pre-occupational Track in A.B.E. as offered by Manitoba's Community Colleges is designed to "enable students to obtain firsthand information about the World of Work and to get information about themselves that will assist them in crystallizing an occupational choice." [1] The conceptual model developed as a means for realizing this objective consists of three stages: Awareness, Exploration and Preparation. To accomplish the career development, four units of activities have been differentiated. The following diagram illustrates this model:[2]

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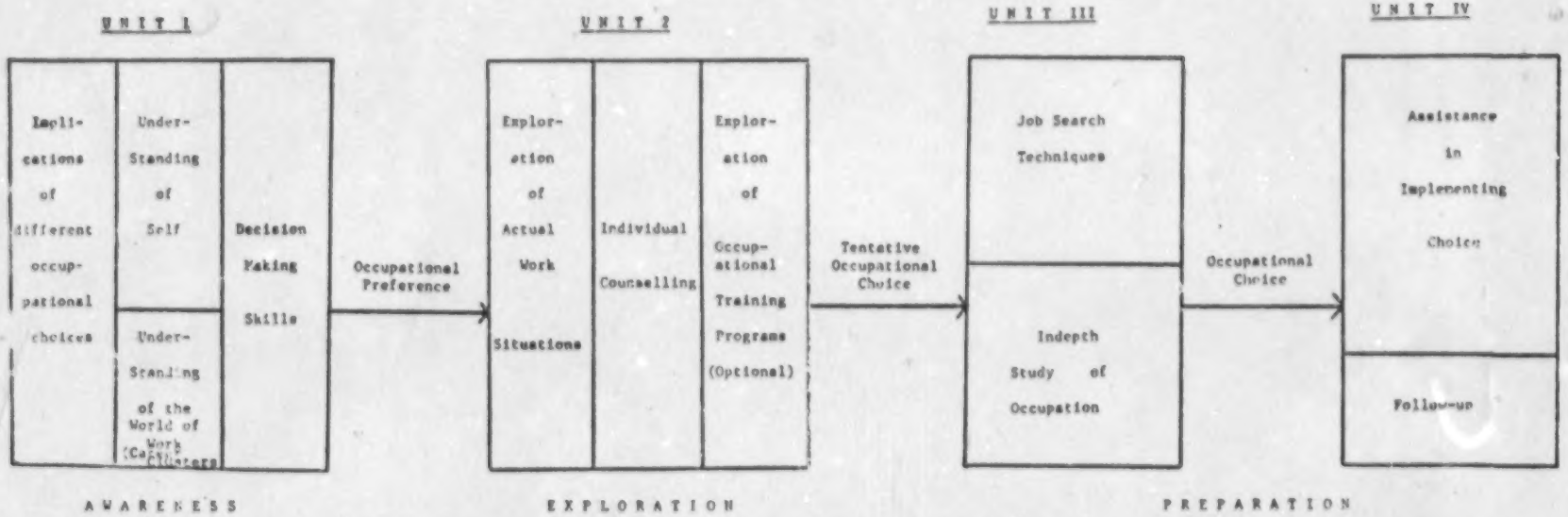
[1] Instructional Planning and Evaluation, Community Colleges Division, Draft Resource Book for Development of Pre-occupational Skills in the Adult Basic Education Program. December, 1973 p. 1.

[2] Ibid, p. 4a (adapted).

A CONCEPTUAL MODEL FOR THE PRE-OCCUPATIONAL TRACK OF MANITOBA'S ADULT BASIC EDUCATION PROGRAM



It is the second stage of the model with which this article is concerned, the Exploration Stage.

After a student has made a tentative occupational choice, arrangements are made for him/her to engage in a real exploration of an actual work situation. The major purpose of the exploration is for the student to find out firsthand whether the role required by a worker in the occupation preferred is one that he/she would want to adopt. Students are also given the opportunity to explore an occupational training programme if they wish to find out what is involved in training for a particular type of work.

To help students find their place in the World of Work - The place where we spend about one-fifth of our mature lives - is indeed a challenging endeavour. For the student who is undecided as to a chosen vocation, our role as work experience co-ordinators must be to guide and direct that student into a field of work that he/she likes to do and is capable mentally and physically of doing. We must expose the student to appropriate work situations. Before such exposure can take place the co-ordinator must lay the groundwork. This means many hours spent contacting the different trade contractors, employers, and institutions so that they will allow us to place students in their care for a limited amount of time.

A five-day experience is preferred but this varies according to the needs of the student and the particular work situation in which the student is involved. At least two days is generally desirable in order to alleviate the possibility of inaccurate first impressions. Some employers, however, prefer to provide only a tour of the premises with time for questions. Such a visit can be very beneficial but as in most cases of learning, we have found that students need to "get their hands dirty" or in other words to "do" something rather than just watch or be told.

Organizing work experiences for our students is no easy task. Although each of us has found it extremely rewarding, it has also had it's disappointments. How do you feel when you receive a note from an employer stating that the student "was prompt, efficient, and a willing worker, but it is against our policy to hire Native people?" What do you say when an irate employer calls to ask, "Where the * ! * is your student? We have activities organized for him this morning but he isn't here".

Particulary in the rural areas major problems have been encountered in arranging work experiences. There appears to be a reluctance on the part of employers to accept native students. The lack of local industry in many of the small communities greatly limits the opportunities for job exploration at the course location.

Many of the students have family obligations which prevent them from leaving their home community. Even when it is possible for them to be away from their home for work experience, the problems of transportation and accomodation are ever present. If female students need to move to a larger centre in order to obtain the preferred work experience, it seems particularly difficult to secure extra funds for them. Many native students do not have driver's licences, thus their

chances of travelling even a short distance to a neighbouring town are non-existent. While we have outlined some of the difficulties involved in arranging work experience situations for the students, this is not intended to paint a bleak picture of the situation.

The benefits for the students involved in work experience have far outweighed the aforementioned problems.

Taking the students out of the academic stream for a week and placing them in an on-the-job situation not only helped the students to solidify vocational goals but also increased significantly their motivation upon returning to the classroom. The work experience served as a strong incentive for the students, encouraging them to master the basic skills so that they can move on to the next step, whether it be immediate employment or further training. It was encouraging to see students become more self-confident in striving toward their vocational goals. Not only did the activity foster the development of social skills but also in some situations it was helpful in identifying weaknesses in inter-personal skills. One girl who is still far from finishing the course especially benefited from the work experience as she now knows some of the social-human relations skills which she will need to develop before entering her chosen vocation.

Students were especially pleased when permanent or part-time jobs materialized as a result of their work experience. In fact, it has been interesting to note that lately some employers have been offering their services, as they feel this may be the training period needed to secure summer help.

Many employers in the community have gained insight into our programme and view the course as a positive developmental activity for the community. Also, the employers (and other members of the community) have changed their opinion of many of the students when they found how sincere they were to find a place in the community which would benefit not only themselves but also the community. It has made our job easier because the employers have been so co-operative and supportive of our programme.

Another valuable outcome has been the closer relationship developed with sponsoring and support agencies such as Indian Affairs, Rehabilitation Services and the Manitoba Metis Federation. Their involvement in the work experience activity gave them a much broader look at A.B.E./B.J.R.T. and a much more positive outlook.

We are all working together to help people find jobs which they will be able to do well and which they will find personally rewarding.

Occupational areas in which students were successfully placed for work experience this year have included the following:

Conservation Field Work
Nursing
Teaching
Plumbing
Hairdressing
X-Ray and Laboratory Technology
Secretarial Work
Social Services and Counselling
Photography
Veterinary Assistance
Business Management
Small Machine Maintenance
Electrical Construction

The above list indicates the broad spectrum of occupational fields involved in work experience.

Now, let's take a closer look at some of the experiences our students had this year. In the following pages are included written commentaries by a few of the participating students as well as some of the employer's comments.

Photography

Ken Blatz of the Neepawa Photo Studio was pleased to have Gordon Williams placed with him for one week.

> "Gordon has a natural flair for photography. He will need complete training in developing and enlargements. I would be interested in employing Gordon after he has completed his course."
>
> -Ken Blatz, Neepawa Photo Studio

(This employer has written a complete evaluation to Red River Community College recommending Gordon for admission to their photography course.)

Appendix VII

First Course in Basic Job Readiness Training Completed at Keewatin Community College

Peggy Wilson

We Have just completed a pilot project in Basic Job Readiness Training. Although other areas have also conducted Job Readiness courses this year, I feel that ours has been different--unique? We've gone through varying stages of success--sometimes feeling that no success was present at all--yet continuing and finding that after every winter there is a spring.

I should explain that the purpose of Basic Job Readiness Training was to provide for the special needs of the basically hard-core unemployables. At Keewatin Community College in The Pas we worked from the premise that very very few adults are unemployable. That if given the opportunity, environment, and encouragement, we can all be worthwhile, contributing citizens.

Using "environment" and "encouragement" as key factors, I first set out to find what the students' needs were. The class was comprised of adults varying in age from 18 to 45.--in academic background from grade one to eleven.

I had the classroom completely cleared of furniture. As the students arrived and were registered, I took them to their new, empty classroom. When everyone had arrived we sat on a circle on the floor and introduced each other. It was a puzzling and frightening experience for some -but certainly a new experience for all, including myself. I assured them, and tried to assure myself, that this was 'our' classroom, to furnish as we chose, to leave unfurnished if we chose. It was our

responsibility to acquire any furnishings that we wanted for the class.

For a good part of that first day the students talked about and searched for their furnishings. As a result, the classroom now has two chesterfields, two easy chairs, coffee table and end tables, to 4'X8' tables and a beautiful wall mural which the guys in the class painted. I should mention that two of the students wanted desks. It wasn't hard to find these.

During all this time I had noticed that two of the students had not participated and were extremely shy. Taking this as a cue, I repeatedly mentioned that whenever we were working in the classroom, the students did not have to participate unless they wanted to. Some expressed a desire to take the risk, others seemed to feel comfortable watching.

At the end of each day I kept a journal (subjective and objective) as to what I had seen and felt happening that day. Every two weeks the students marked their progress, as they themselves felt they had progressed, on a continuum from 1 to 10. Looking back now at the journal, and at the continuums, I find remarks that are invaluable to me in evaluating what has happened during the past six months. Remarks like: "Today [redacted] smiled for the first time in three weeks. Up to this point she has sat by the window, looking out all day, never seeming to hear or see anything that was going on in the classroom, yet coming every day." Two weeks later I note that we were working on a section in Citizenship and Government. We talked about different ways that decisions can be made and I was leading an exercise on "consensus". We sat in a circle, each of us saying what color we wanted one wall in the classroom to be painted. The students were all excited. By 4:30 that afternoon, [redacted] and I were the only ones left, everyone else

had given up. She wanted the wall to be painted blue, I wanted it to be multicolored. She had gone through stages of whispering, laughing, jumping up and down on the chair, and shouting, with more enthusiasm, more determination, and more participation than anyone else in the class. It took five to six weeks to get to that stage, but she had done it on her own, with no pushing, and now could feel the success completely for herself.

I feel that it was really important for the students to be able to experience what they were learning--for somehow, without that experience, one can never tell if one has in fact learned. It was also important to involve as many people from the community as possible--as speakers, visitors, and as hosts who invited the students to their homes or places of business. This made the students feel that they were part of the community.

We went to the bank as part of our studies on Money Management. We opened bank accounts and really tried to budget so that we could make a monthly deposit into our savings accounts. Some of they students had never been in a bank before.

The course covered the areas of Money Management, Community and Leisure, Health Education & Family Life, Citizenship and Government, Job Exposure and Work Experience. All these were bound with Self-Discovery and Self-Evaluation. After these areas were covered the students took a week to look for summer employment. They are now out working for the summer. Some will return in the fall to further academic upgrading. Others will go into On-the-job Training.

I know it's too soon to say it has been a huge success. For me it is enough to feel that I learned a tremendous amount by learning how to be patient, how to have faith in others, and mostly how to start from "where the students are at." It is good to see students who would

not speak, now talking freely. It is good to see laughing and happiness without alcohol or drugs. I don't know how long this will last. That is why I think follow-up is extremely important. If there is no follow-up, how can we evaluate whether knowledge acquired in the Basic Job Readiness Training course is ever utilized in the "working world." Possibly it's enough to know that the students learned how to make decisions, and therefore, will know how to live with the consequences of those decisions.

With what we've learned, what we've experienced this year, next year promises to hold alot of excitement, a lot of adventure. Our new classes arrive in September. By then, we hope to have had time to write about our experiences and incorporate them into the overall development of the program.

B.J.H.T. at the NORTH MAIN DROP -In Center Appendix VIII

NORTH MAIN DROP-IN CENTER

Activities in Social and Pre-Occupational Tracks in a Community College Satellite

1. Provides a"place to belong"- develop a feeling of"belongingness"
2. Opportbitu to organize - socials, rummage sales, picnics, baseball games, riverboat cruises
3. Have time to "come out of their shell". They're encouraged to do that, but not pressured
4. Get part-time jobs - employer asks for help e.g. carpet dealer
5. Student Council - responsibility - plan and handle money
6. Work exposure throught the Work Exploration Coordinator, Sam Mandziuk
7. Participate in making decisions about how the Center is being run and what they want from it
8. Go to R.R.C.C. gym for sports and to Aberdeen School
9. Exposure to R.R.C.C. to get acquainted with it e.g. Dialogue Day, gym, speakers
10. Build self-confidence - encouraged, not put down
11. Life Skills - individual and group. Learn how to function as a group and to communicate more effectively
12. Field trips to Manitoba Theatre Center, Warehouse Theatre, Art Gallery, Planetarium, Museum of Man and Nature
13. Speakers on various topics - many topics are suggested by students e.g. Consumers Bureau, Labour Board, Cancer Society, Nutrition, Leagl Aid
14. Films, Conrack, Consumers'Bureau, Smoking, Drugs, etc.
15. Hire staff to clean the cnter
16. Maths and Communications Adult Grades 0-10
17. Science available at 200 Isabel Street, Winnipeg
18. Learn to make their own decisions instead of being "told" - choose what they want, not what others want.
19. Had a one day staff-student in-service. Students shared their goals for being at the Center.
20. Learn to speak out and to take risks.
21. See teachers in a different way than the traditional teacher-student realtionship

A student who graduated left this very touching letter with us.

"To It May Concern, everyone who has help me"

I thank you from my heart for your help and all your firendship you have given me. I cannot express my feeling to any of you because I do not know how I feel. Except very happy. I know I will leave a very good part of my heart and soul to all of you. So from the bottom of my heart to all of you.

Peace Love and Happiness
to you and your family

Ray

This student is 18 years old and now in Vancouver. This was rewritten as he wrote.

A poem that some students wrote for the staff at Xmas time.

Drop In Cnter we are glad
That you came our way
For all us weary soals
have found hope.
We cannot stress the respect we feel
For the few of you
You've helped us set a goal in life
And you'll see us through
Now with C. ristmas coming around
We'd just like to say
For all the patience you have had
Merry Christmas and Happy New Year

Appendix IX

B.J.R.T. STAFF IN MANITOBA

Red River Community College

Pre-Occupational Exploration

1. Basic Literacy for Adult Development (0-5)
   Ed Payne and Phyllis Sampson Room E304 , R.R.C.C.

2. Adria Burkhardt (0-5)
   North Main Drop-in Center
   394 Selkirk Avenue
   Winnipeg, Manitoba

3. Learning Individualized for Canadians (5-10)
   Nancy Pierce and Delphine Henderson
   Room E305, R.R.C.C.

4. Helena Van Hartevelt and Kamilla Siewsankar (5-10)
   Room E303, R.R.C.C.

5. Work Experience Coordinator
   Sam Mandziuk, C610 , R.R.C.C.

Assiniboine Community College

Julian Gorchynski
Supervisor Community and Extension Services
Brandon, Manitoba

Work Experience Coordinators
1. Pat Porter
2. Bruce McLeish
3. Glen Milliken
4. Janice Fraser

Address: Assiniboine Community College
Brandon, Manitoba

NEW PROGRAM PROPOSALS
MULTI-YEAR PLANNING II
ADULT BASIC EDUCATION PROGRAM
RED RIVER COMMUNITY COLLEGE

1. THE UTILIZATION OF THE A.B.E. DEPARTMENT IN PROVIDING REMEDIAL PROGRAMS TO PROSPECTIVE AND PRESENT STUDENTS IN THE RED RIVER COMMUNITY COLLEGE.

2. A.B.E. COURSES AT NO COSTS TO STUDENTS.

3. INCORPORATING THE OPERATION OF THE WINNIPEG ADULT EDUCATION CENTRE WITH THE RED RIVER COMMUNITY COLLEGE.

4. FEASIBILITY STUDY OF COGNITIVE MAPPING AND ITS APPLICATION TO THE A.B.E. PROGRAM IN RED RIVER COMMUNITY COLLEGE.

5. EXPANSION OF A.B.E. OUTREACH ACTIVITIES IN METRO WINNIPEG.

6. A.B.E. CORRESPONDENCE PROGRAM.

7. A.B.E. AS TRAINING IN INDUSTRY.

8. G.E.D. PREPARATORY COURSES.

9. SPECIFIC TRAINING FOR SPECIALIZED JOBS.

10. INDIVIDUALIZATION OF THE A.B.E. ADULT XIB COURSE AT RED RIVER COMMUNITY COLLEGE.

11. TRAINING PARAPROFESSIONALS.

12. BURSARY FOR WORKING ADULTS.

13. INSTRUCTION VIA TELEVISION.

14. BUSINESS EDUCATION COMPONENT IN OUTREACH CENTERS.

15. NEW CAREERS FOR WOMEN.

ADAPTATION TO YOUR OWN SITUATION

In considering how you may adapt the model used in Manitoba's Community Colleges you may wish to consider the following questions:

1. Does the Pre-Occupational track have value for your student population ?

   If so, what part(s) in particular ?

2. What might be some obstacles which you could encounter in trying to implement part(s) of the Pre-Occupational track in your specific situation ?

3. How could these obstacles be overcome ?

4. Would it be helpful for you to meet periodically with others who might be trying to implement the same program ?

   If so, how often and how could you set this system up ?

5. Would it be possible for you to establish a planning committee which would involve members of the community and representatives of all of the agencies with an input in a particular area ?

   What would be accomplished by such a committee ?

1. What has been most helpful to you as a result of this presentation ?

2. What was not of value or interest to you from today's presentation ?

3. What would make a presentation on this topic at another time of more value to you ?